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ABSTRACT

This unit contains 20 classroom activities which have a global approach and will enable junior or high school students to learn about their state and the world. Student materials and teaching procedures are provided for each activity. Some examples of the activities follow. In one activity students compare the size of New Mexico with another area of the world they are studying. In another activity students are given a list of geographical features (e.g. canyon/valley), a map of their state, and a world atlas and asked to locate as many of the geographical features as possible first in their state and then in the world. The activity "Foods: Which Are American?" involves students in checking the "American Heritage" dictionary to find the area from which various foods came and to study the etymology of the words. In an activity on "Restaurants and Their Specialties" students find the restaurant section of the yellow pages and list the restaurants under the following headings: foods of local or regional areas, foods of foreign areas, and general foods served. In two of the activities, students use maps--a U.S. map and a state map--to find the answers to specific questions such as "Which states share a border with eight other states?" or "How many county seats in New Mexico have a population of over 5000?" In another activity students use statistics from the almanac to compare their state with another country of similar geography. They compare literacy rate, population density, percentage of various ethnic groups, chief crops, and life expectancy at birth. Other activities involve students in drawing conclusions from a silent viewing of a filmstrip and re-evaluating following the addition of the narrated information, exploring various aspects of an area of a people through a discussion of pictures, and locating areas where events are happening and categorizing them. Although written for use with students in New Mexico, the materials can very easily be used in other states. (Author/RM)

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TWENTY ACTIVITIES TO EXPAND YOUR STUDENTS' KNOWLEDGE

OF THE WORLD WHILE STUDYING YOUR STATE "PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

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A GLOBAL PERSPECTIVES EXPERIMENTAL UNIT

TO THE EDUCATIONAL RESOURCES
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June 1980

by

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About the T.L.C. . . .

The Albuquerque Teachers' Learning Center is funded by the U.S. Office of Education. Since 1978, the T.L.C.'s broad goal has been to assist teachers in developing skills in delivering a child-centered education. To effect this, the T.L.C. has instituted several programs: Workshops, designed to respond to teacher requests; Recertification Courses, for substantive approaches to classroom practices; Mini-Awards, to aid in implementing innovative practices in the classroom; and Advisory Services, to fulfill the requests of individual teachers.

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TABLE OF CONTENTS

PURPOSE, RATIONALE, SUBJECT AREAS	2
OVERVIEW OF ACTIVITIES	4
Activity #1 SIZE COMPARISON	6
Handout #1 SIZE COMPARISON	7
Activity #2 "CONCENTRATION" USING GEOGRAPHICAL TERMS	8
Activity #3 GEOGRAPHICAL FEATURES: HOW MANY CAN YOU FIND IN YOUR STATE?	9
Handout #2 GEOGRAPHICAL TERMS	10
Activity #4 FOODS: WHICH ARE AMERICAN?	11
Handout #3 FOODS: WHICH ARE AMERICAN?	12
NOTES TO TEACHER: FOODS: WHICH ARE AMERICAN?	13
Activity #5 FOOD TALK	14
Handout #4 FOOD TALK	15
NOTES TO TEACHER: FOOD TALK	16
Activity #6 RESTAURANTS AND THEIR SPECIALTIES	18
Activity #7 USING A UNITED STATES MAP TO FIND ANSWERS	19
Activity #8 USING A STATE MAP TO FIND ANSWERS	21
Activity #9 ALMANAC ACTION	22
Activity #10 RULES: THEN, NOW, AND MAYBE LATER	23
Activity #11 PICTURE THIS	24
Activity #12 READING A FILM OR A FILMSTRIP	26
Activity #13 TELL IT YOUR WAY	27
Activity #14 WHAT'S FOR "REAL"?	28
Activity #15 CONFLICT IN THE NEWS	29
Activity #16 IT COULDN'T HAPPEN HERE, OR COULD IT?	30
Activity #17 COMMON INTERESTS HERE AND ELSEWHERE	31
Activity #18 WHAT'S HAPPENING, AND WHERE?	32
Activity #19 CLASSIFY IT	33
Activity #20 WHAT'S THE COST, HERE AND ELSEWHERE?	34

SUBJECT AREAS:

The following activities of the study of the state/world
may be used:

- in social studies classes
- in language arts classes
- in language arts/social studies classes
- in journalism classes
- in humanities classes
- in world culture classes
- in home economics classes

OVERVIEW OF ACTIVITIES

- Activity #1: SIZE COMPARISON**
Students compare size of their state with larger area being studied.
- Activity #2: "CONCENTRATION" USING GEOGRAPHICAL TERMS**
Students recognize terms used for geographical features.
- Activity #3: GEOGRAPHICAL FEATURES: HOW MANY CAN BE FOUND IN YOUR STATE?**
Students locate on a map geographical features found in their state.
- Activity #4: WHICH ARE AMERICAN?**
Students explore origins of foods and select food items native to America.
- Activity #5: FOOD TALK**
Students explore etymology of foods, ingredients, kinds of dishes, methods of preparation, and utensils.
- Activity #6: RESTAURANTS AND THEIR SPECIALTIES**
Students determine local and non-local food items advertised in yellow pages of phone book by local restaurants.
- Activity #7: USING UNITED STATES MAPS TO FIND ANSWERS**
Students examine advantages/disadvantages of having or not having coastlines and of political boundaries.
- Activity #8: - USING ATLASES AND USING STATE MAPS FOR FINDING ANSWERS**
Students explore differences in community services within their state and in other areas being studied.
- Activity #9: ALMANAC ACTION**
Students compare their area and another country using several categories.
- Activity #10: RULES - THEN AND NOW, AND MAYBE LATER**
Students examine historical decisions in order to predict how present decisions may affect the future.

Activity #11: PICTURE THIS

Students explore perspectives: how they view another people; how those people view themselves; how the other people might view the students' world.

Activity #12: READING A FILM OR A FILMSTRIP

Students draw conclusions from silent viewing of a film or filmstrip and re-evaluate following the addition of the narrated information.

Activity #13: TELL IT YOUR WAY

Students select graphic material to use in an educational picture strip.

Activity #14: WHAT'S FOR "REAL"?

Students explore various aspects of an area or a people through a discussion of pictures, focusing on validity of preconceived ideas and/or stereotypes.

Activity #15: CONFLICT IN THE NEWS

Students explore the global perspective of conflict locally and on a wider scale.

Activity #16: IT COULDN'T HAPPEN HERE, OR COULD IT?

Students explore individuality of their area and similarity of their area with another.

Activity #17: COMMON INTERESTS HERE AND ELSEWHERE

Students explore the global perspective of communication.

Activity #18: WHAT'S HAPPENING - AND WHERE?

Students locate areas where events are happening and categorize them.

Activity #19: CLASSIFY IT

Students select features of their state and 'sell' features in classified ads.

Activity #20: WHAT'S THE COST - HERE AND ELSEWHERE?

Students explore foods available in a region and the cost of such food at current prices.

Activity #1 SIZE COMPARISON

This activity compares the size of the home state with another area in the world which is being studied.

MATERIALS NEEDED:

Handout #1

maps with the same scale of: the home state, AND a continent which is being studied, OR a country which is being studied (National Geographic magazine maps are a good source.)

PROCEDURE:

Cut out or trace around the home state. Transfer the outline onto a solid bright color so it will show up.

On the state cut-out, write the approximate mileage distance for the east-west boundaries, and the north-south boundaries. Superimpose the state cut-out onto the area being studied.

INFORMATION NEEDED:

Statistics in time and distance for the home state. (see Handout #1)

QUESTIONS AND/OR DISCUSSION:

This visual comparison of relative size should provide a different perspective for the students. Have students make comparisons, i.e., Is the state $\frac{1}{4}$, $\frac{1}{10}$, as big as the area being studied?

NOTE TO THE TEACHER:

This is a large group activity. Students will realize some idea of size, both in time and miles. (55 mph. takes ___ hours to cross the state east to west, north to south.) The activity also makes sense out of a scale map. The size of the state is a mental measuring stick; students compare the unknown with the known.

SIZE COMPARISON -- HANDOUT #1

N E W
M E X I C O

Area: 101,666 square miles

Approximate number of miles east to west through Albuquerque: 350 miles

Approximate number of miles north to south through Albuquerque:
375 miles

Approximate number of hours driving at 55 mph. east to west
through Albuquerque: 6 hours, 20 minutes

Approximate number of hours driving at 55 mph. north to south
through Albuquerque: 6 hours, 48 minutes

From National Geographic magazine maps; scale is 185 miles to 1 inch.

Activity #2 "CONCENTRATION" USING GEOGRAPHICAL TERMS

This activity enables students to recognize terms used for geographical features which may be found in their states, and to learn synonymous terms used in other areas of the world and the etymology of those terms.

MATERIALS NEEDED: 3 x 5 index cards with one term printed on each, and with a number on the back, stuck on with masking tape so that the numbers may be changed.

PROCEDURE: Place cards, number side up, on table or on the floor. Divide the class into two teams. The teams take turns choosing two cards to turn up. If the cards do not match, both are turned face down and the other side selects two cards. If two cards selected do match, both cards are left face up in place. Game continues until all cards are face up. The winning team has the greater number of matches.

TERMS TO BE PRINTED ON INDEX CARDS (one term per card):

canyon/valley	dike/dam
bay/bight/cove	ravine/gully/arroyo/wadi
ocean/sea	mesa/plateau
lake/reservoir	rio/river
prairie/plain	strait/channel/runnel
harbor/port	pass/gap
town/city	tributary/branch
fjord/inlet	sediment/alluvium
creek/stream/rivulet	parallel/latitude
longitude/meridian	canal/waterway
marsh/slough/swamp	

VARIATIONS OR EXTENSIONS:

1. Either as a game or as a vocabulary exercise, students working singly or in pairs, look up the etymology of the terms listed above.

2. The terms could be states and their capitals or countries and their capitals. This variation would help students recognize that the system their states uses, of having one city to house the government offices, is global.

**Activity #3 GEOGRAPHICAL FEATURES -- HOW MANY CAN BE FOUND IN
YOUR STATE?**

This activity enables the students to see what geographical features are found in their own state. The extension enables them to find the geographical features throughout the world.

MATERIALS NEEDED: Geographical Handout #2

Atlas with state map, or separate map of state

PROCEDURE:

Within a given length of time and working alone or in pairs, students locate as many of the geographical features as possible which are to be found in the state.

VARIATION OR EXTENSION: WHERE IN THE WORLD ARE THEY?

MATERIALS NEEDED: Geographical Handout #2

World Atlas

PROCEDURE:

In World Atlas, find an example of each of the geographical features listed in Geographical Handout #2. Locate by coordinates.

GEOGRAPHICAL HANDOUT #2

canyon/valley
bay/bight/cove
ocean/sea
lake/reservoir
prairie/plain
harbor/port
town/city
fjord/inlet
creek/stream/rivulet
longitude/meridian
dike/dam
ravine/gully/arroyo/wadi
mesa/plateau
rio/river
strait/channel/runnel
pass/gap
tributary/branch
sediment/alluvium
parallel/latitude
canal/waterway
marsh/slough/swamp

Activity #4 FOODS: WHICH ARE AMERICAN?

This activity allows the students to recognize how food and food preparation have extended beyond original areas. For example, spaghetti may have originated in Italy, but now it is used in many areas including the United States. Students also may learn how food dishes have originated in areas other than those with which the students are familiar.

MATERIALS NEEDED:

Food Handout #3

Dictionaries--one per student, or per pair of students if activity is worked in pairs.

PROCEDURE:

Students are asked to guess which foods listed are American in origin. That is, students are asked, "Which of these foods would have been eaten in the area where your state is in 1492 A.D.?"

The teacher makes a list on the chalkboard or overhead projector of the foods and the guesses. Students, using a dictionary, find the area for the foods' uses, and/or the area from which the foods came.

VARIATION OR EXTENSION:

1. Students find etymology of the food words.
2. Categorizing of items. See extension on Activity #5, OF FOODS AND CATEGORIES
3. If we could only eat food native to the U.S., would our diet be limited, and if so, how?
(Note: cattle, sheep, goats, and pigs are not native.)

NOTE TO TEACHER:

The dictionary used for this activity was American Heritage, paperback edition, 1976.

This activity shows students that foods they eat frequently and may consider as American, may have come from another continent. It provides another example of global interdependency.

FOODS: WHICH ARE AMERICAN? HANDOUT #3

spaghetti	chili	pumpkin
tacos	Irish potatoes	chow mein
cranberries	pineapple	tomatoes
sweet potatoes	olives	corn
pizza	chop suey	tamale
spinach	squash	cacao
rice	pinto beans	

DIRECTIONS:

1. Circle the foods which are American in origin.
2. Check your answers using a dictionary or encyclopedia.
3. If your menu was limited to foods which were found in North America before 1492 A.D., which of the foods listed would you eat?

FOODS: WHICH ARE AMERICAN?

NOTES TO THE TEACHER: Definition and/or etymology notes from American Heritage Dictionary, paperback edition. You may wish to check the dictionary your students will be using for more complete information.

spaghetti--Italian from spago, string
tacos--not listed in American Heritage Dictionary
cranberries--North American plant. Part trans of Low German
kraanbere, "craneberry"
sweet potatoes--edible root of tropical vine
pizza--Italian baked dish with pielike crust
spinach--from Arabic isfānākh
rice--from Greek oruzan, oruza
chili--from Nahuatl chilli (Mexican and Central American Indian
tribes, including Aztec)
Irish potatoes--potato from Arawaken batata (South American Indian
family)
pineapple--tropical American plant
olives--ovoid fruit of Old World tree; from Latin olīva, from
Greek elaia
chop suey--Chinese American dish; Cantonese tsap sui
squash--from Algonquian (North American Indian tribe)
pinto beans--pinto from obs. Spanish, painted
chow mein--Chinese American dish; from Mandarin ch'ao mien, fried
noodles
tomatoes--from Nahuatl tomatl
corn--from Old English corn: grano, grain (maize from Taino mahiz)
tamale--Mexican dish; from Nahuatl, tamalli
cacao--seed of tropical American tree; from Nahuatl, cacahuatl

Activity #5 FOOD TALK

This activity continues the exploration of food origin, and expands into ingredients, kinds of dishes, methods of preparation, and utensils.

MATERIALS NEEDED:

FOOD TALK, Handout #4

Dictionaries: one per student, or per pair of students if activity is worked in pairs or groups.

PROCEDURE:

Students, using a dictionary, find definition of the item which may include area of chief use and etymology of the item.

VARIATIONS OR EXTENSIONS:

1. Alphabetizing of items in FOOD TALK, Handout #4
2. Categorizing of items

(Note: If students are not familiar with categorizing, this is a good introduction. If necessary, help with or provide the categories for them to work with, such as "Foods Native to Your State.")

MATERIALS NEEDED: FOODS: WHICH ARE AMERICAN? Handout #3
and/or

FOOD TALK Handout #4

PROCEDURE:

Students, using one or both of the handout sheets, and working in pairs, select three or more headings of their choosing and place all items under a heading. (Note: Accept all reasonable headings.)

FOOD TALK - Handout #4

tortilla	fruit	hash
roast	knife	shish-kebob
orange	spoon	caviar
piñon	pasta	walnut
pepper	honey	date
stew	anise	cider
pork	curry	garlic
fricassee	apricot	watermelon
chowder	clove	lemon
vegetable	dumpling	vanilla

DIRECTIONS: Select three or more headings for categorizing the above items. Make columns below, one column for each heading, and put the items under the appropriate heading. Do not list any item under more than one heading.

FOOD TALK

NOTES TO THE TEACHER: Definition and/or etymology notes are from American Heritage Dictionary, paperback edition. You may wish to check the dictionary your students will be using for more complete information.

- tortilla--thin unleavened pancake characteristic of Mexican
cooking; from Spanish torta, a round cake
- roast--from Old French, rostir
- orange--from Sanskrit, nāranga, orange
- piñon--Spanish pine nut
- pepper--small pungent berry of tropical Asian vine; from Greek,
peperi, from Sanskrit pippali, berry
- stew--from Middle English stewen, 'to bathe in hot water'
- pork--from Latin porcus, pig
- fricassee--poultry cut, stewed, served with gravy; from French,
fricasser, to fry
- chowder--thick seafood soup; French chaudiere, stewpot
- vegetable--from Latin vegetus, lively
- fruit--from Latin fructus, enjoyment, use, fruit
- knife--from Old English, cnif
- spoon--Old English, spōn, chip of wood
- pasta--Late Latin, paste
- honey--from Old English, hunig (ken ko - yellow)
- anise--from Greek, anison; licorice flavored seeds
- curry--Tamil kari, relish; (Dravidian people of S. India and
Ceylon, new name Sri Lanka)
- apricot--from Arabic, al-birquq, 'the apricot' from Late Greek
praikokion
- clove--dried aromatic flower bud of tropical Asian tree. Middle
English clowe (of gilofre) 'nail-shaped bud (of clove)'
- dumpling--small ball of dough cooked with stew or soup; origin ?

FOOD TALK: NOTES TO THE TEACHER, continued

hash--from French hacher, to mince

shish-kebob--Turkish sis kebabi

caviar--salted roe of sturgeon; probably Turkish, hav̄yar

walnut--from Old English, wealhnutu, 'Gaulish nut'

date--from Greek, daktulos, 'finger'

cider--from Greek, sikera, strong drink

garlic--from Old English, gārleac, 'spear leek'

watermelon--no etymology in American Heritage

lemon--from Persian līmūn

vanilla--flavoring from pods of tropical American orchid;

Spanish vainilla, 'little sheath'

Activity #6 RESTAURANTS AND THEIR SPECIALTIES

This activity enables students to determine, at least partially, which restaurants in their own area serve food of the area, and which may serve food foreign to the area.

MATERIALS NEEDED:

Yellow pages section of local phone books

PROCEDURE:

Students find the restaurant section of the yellow pages and, working in pairs, list the restaurants under the following headings: FOODS OF LOCAL OR REGIONAL AREAS, FOODS OF FOREIGN AREAS, GENERAL FOODS SERVED (no special locale determined by listing).

NOTE TO TEACHER: In New Mexico, FOODS OF LOCAL OR REGIONAL AREAS, would include tacos, tortillas, enchiladas, etc. In North Dakota, these might be included under FOREIGN FOODS. Hamburgers and hot dogs would be considered GENERAL FOODS since they are served in all areas. However, hamburgers with green chili might be a LOCAL OR REGIONAL FOOD in New Mexico.

If there are differences of opinion as to the category selected for one or more foods, it would be interesting to explore the students' backgrounds to see what food habits or preferences can tell them about family history or vice versa.

Activity #7 USING A UNITED STATES MAP TO FIND ANSWERS

This activity provides students with an opportunity to sharpen map skills, to examine advantages/disadvantages of having or not having coastlines, and to explore advantages and disadvantages of political boundaries.

MATERIALS NEEDED:

Enough maps of the United States so that no more than three students are working with one map.

PROCEDURE:

Hang the maps around the room so that groups of two or three students may stand in front of them and find answers to the questions. If the activity is conducted as a contest, the first group to finish is the winner.

CONTEST QUESTIONS:

1. How many states are landlocked?
2. Which states share a border with 8 other states?
Which states share a border with 7 other states?
Which states share a border with 6 other states?
Which states share a border with 5 other states?
Which states share a border with 4 other states?
Which states share a border with 3 other states?
Which states share a border with more than 8 or fewer than 3 other states?
3. How many states, and which ones, have an international boundary?
4. How many of the above categories does your state fit into?

When the contest part of this activity is finished, the teams take their answers to their seats and, still in the small groups, come to a consensus concerning the following questions, and provide reasons for their statements.

FOLLOW-UP QUESTIONS:

1. Is it good or bad for a state to be landlocked? Give reasons.
2. Is it an advantage or a disadvantage for a state to have a coastline? Give reasons.
3. Which is better--to share borders with many states or with only a few states? Why?

Activity #7 continued

4. Is it an advantage or a disadvantage to have an international border? Why?
5. Is there any political, economic, or psychological significance to sharing boundaries with other states or countries? Give reasons for answers.
6. Analyze the position of your state. What are its advantages or disadvantages?

VARIATIONS OR EXTENSIONS:

1. Using maps of a continent, ask the same or similar questions as above, pertaining to bordering countries.
2. Using a state map, ask similar questions pertaining to cities.

Activity #8 USING A STATE MAP FOR FINDING ANSWERS

This activity enables students to determine some differences in services provided to different counties or communities within their state, and to sharpen map skills.

MATERIALS NEEDED:

Enough state maps for each group of two or three students. Enough atlases for each group of two or three students.

PROCEDURE:

Using the maps, students answer the following questions:

1. How many county seats have a population of over ____? (For New Mexico, the figure might be 5000. For different states, the figure might be a different number.)
2. How many county seats are within a 25 mile radius of scheduled airlines?
3. What services could you expect to find in towns with a population of 250? 2,000? 10,000? 100,000?
4. In how many places in your state can you be sure of finding a big library, a daily newspaper, and a large hospital?
5. In an atlas find another area of the world with a similar climate. Do you have the same answers for questions 1 - 4? What are the likenesses? the differences? Why?

Activity #9 ALMANAC ACTION

This activity allows comparison with students' state and other areas in several categories.

MATERIALS NEEDED:

Almanacs for each group of two or three students

PROCEDURE:

Using statistics from the Almanac, students compare their state with another country of similar geography as to:

1. number of years of schooling
2. literacy rate
3. population density
4. percentage of various ethnic groups
5. language spoken
6. industry
7. chief crops
8. life expectancy at birth

If the class is skilled enough, groups could make bar graphs from the statistics.

Activity #10 RULES: THEN AND NOW, AND MAYBE LATER

This activity enables students to consider how history may affect them personally, and how decisions made in the present might affect the future.

MATERIALS NEEDED:

School rules from 10 to 15 years back, or from longer ago, if available. School rules presently in force.

PROCEDURE:

Look at the school rules from earlier times. Discuss whether these rules are still influencing rules of today. In what way? To what degree?

Look at today's rules. Discuss whether and how they will influence rules 10 to 15 years from now.

EXTENSION: STATE LAWS

Source: Almanac

Have the class research the laws on compulsory education, driving age, voting age, etc. in their state and another one. Ask similar questions to those above. Make predictions.

EXTENSION: POLICIES ABOUT CONSERVATION OF RESOURCES

Source: Reader's Guide to Periodic Literature

Explore past, present policies on conservation within the students' area. Make predictions about future policies. Extend the exploration to national and/or international conservation policies -- past, present, and possible future choices.

Activity #11 PICTURE THIS

This activity provides a variety of ways for the students to look at their area and other areas of the world, and to examine how others might view the students' world, or how others might view themselves. The activity allows for likenesses or similarities to be observed in economy, people, climate, resources, places of interest, industry, etc.

MATERIALS NEEDED:

Three or four groups of pictures per class. Postcards work well and wear better than many other types. Pictures should be numbered on the back, with like pictures having the same number, i.e., two Indian pictures have the same number, two pictures of tall buildings, two pictures of the state or area flag, etc.

PROCEDURE:

Working in three or four groups, the class uses the pictures to do one of the following:

1. Pick the one picture that symbolizes your state. Come to a consensus and give reasons for your choice.
2. Choose five pictures to illustrate a textbook for your grade level written about your state. Come to a consensus and give reasons for your choices.
3. (a) Select five pictures for a Chamber of Commerce brochure produced to attract tourists to your area. Come to a consensus and give reasons. (b) Select five pictures to illustrate a brochure printed to attract businesses or industries to your area. Come to a consensus and give reasons.
4. If you were sending five pictures to a pen pal in another state or country, what pictures would you select? Come to a consensus and give reasons.

Activity #11, continued

5. If a pen pal visited you, what five pictures do you think he or she would select as the most representative of your state? Select, come to a consensus, and give reasons.

DISCUSSION QUESTIONS:

- What are the most important things to know about your state?
- Why do your choices vary so widely?
- Would these same things be as important to: (for example, in New Mexico)

- a Navajo at Bisti
- an Hispano at Tierra Amarilla
- an Anglo from Albuquerque
- a mid-school student from Las Cruces?

Note: It might be well to point out that we are dealing in stereotypes, but that the purpose is to attempt to sort out possible different perspectives.)

VARIATION:

MATERIALS NEEDED:

Three sets of pictures from another country (an African country, or Japan, or India, for example)

PROCEDURE: Class, divided into three groups, works out the same or similar tasks as on the preceding page, and answers the same or similar questions.

Note; This may be done with pictures from any area or country.

Activity #12 READING A FILM OR A FILMSTRIP

This activity enables students to draw conclusions from a silent 'reading' of a film or filmstrip, and then to compare these conclusions with the narrated information.

MATERIALS NEEDED:

A general film or filmstrip about a state, country or region.

PROCEDURE:

Run the film or filmstrip without sound. Ask: What do the pictures tell you about the area? What is being shown? Why?

Run the film or filmstrip again, with sound. Ask: Does the narration say what you expected? In what ways is it what you expected? In what ways is it not what you expected?

VARIATION OR EXTENSION:

Follow the first film or filmstrip about the state with one about a country, continent, or region being studied. Make comparisons between the two.

1. What is being shown?
2. What are the similarities?
3. What are the differences?

Activity #13 TELL IT YOUR WAY

In this activity, students select graphic material and add information they feel important to explain the material.

MATERIALS NEEDED:

The teacher and/or students collect pictures of the state or of a country or region being studied. If this is being done for a state, write to the state's Department of Development or Tourist Bureau for pictures. State magazines are a good source. National Geographic magazine is an excellent source for states, regions or countries.

PROCEDURE:

1. Students, working in small groups, make a picture strip from the material.
2. Students, on a separate sheet, write captions for the strip.
3. Each group shows another group, or the rest of the class, the picture strip without naming the subject or telling the captions. See how the audience would name and caption the material.

If this activity were being used while studying the Arab world, for instance, each group might have a different country. Information on original pictures would help with the captioning. Directions to the groups might include:

What makes this country or area unique?

How is this country, state, area, similar to those countries, states, areas bounding it? How does it differ?

Your picture strip should include pictures and captions answering these questions.

Activity #14 WHAT'S FOR "REAL"?

This activity is an interesting way to introduce a new area or get a discussion going in groups about an area being studied.

MATERIALS NEEDED:

Two or more pictures of an area, state, or country, one of which might be a stereotype.

PROCEDURE:

Hold up or pass around the pictures. Ask: Which picture represents the "real" place? Why?

NOTE TO TEACHER:

Picture examples for Indians might include an Indian dancer for the first picture and an Indian fire fighter or a lumberjack for the second. A pair of pictures on Mexico might include a peon leaning on a saguaro cactus and a worker in the oil fields, a farmer, or a craftsman.

Activity #15 CONFLICT IN THE NEWS

This activity gives students an opportunity to explore the global perspective of conflict locally and on a wider scale.

MATERIALS NEEDED:

Newspapers (a class set of an edition is best)

PROCEDURE:

1. Find and clip out six articles dealing with conflict, three on local or state problems and three from foreign countries or other states.
2. Identify the conflict of interest between groups.
3. Try to figure out a solution which would satisfy both parties.
4. Is there any connection between the conflicts?
5. How is your state affected by the three national conflicts, regional conflicts, or international conflicts?

Note: This activity may be worked in pairs or small groups.

Activity #16 IT COULDN'T HAPPEN HERE, OR COULD IT?

Students explore individuality of their area.

MATERIALS NEEDED:

Newspapers (a class set of an edition is best)

PROCEDURE:

In groups of five or six, students find and clip out stories which couldn't happen in their locale and tell why. Turn-around: Students find stories that could happen in their area and explain why.

Activity #17 COMMON INTERESTS HERE AND ELSEWHERE

This activity explores the global perspective of communications.

MATERIALS NEEDED:

Newspapers (a class set of an edition is best)

PROCEDURE:

Working in pairs or small groups students find and clip out articles concerning a state or the people of a state which are of importance to the people of another state, region, or country.

Students will identify the area of importance (i.e., entertainment, conflict, progress, change, historical significance, etc.) Discuss the importance of the item to the people of the other area.

Examples of New Mexico stories:

- balloonists' flight over Atlantic Ocean
- Hollywood film shot on New Mexico location
- uranium sales
- nuclear waste disposal

Activity #18 WHAT'S HAPPENING, AND WHERE?

Students locate areas where events are happening and categorize them.

MATERIALS NEEDED:

Newspapers

PROCEDURE:

Teacher cuts out newspaper headlines. In groups of five or six, students categorize headlines into various political areas (states, countries, etc.) Students come to consensus and justify their answers.

EXTENSION:

Students could locate areas in the atlas. Students then categorize headlines into topics. Analyze areas (states, countries) Students consider: are the people in other parts of the world concerned with the same issues as people in your state?

Activity #19 CLASSIFY IT

This activity gives students an opportunity to select features of their state which they feel might appeal to others, and to 'sell' the features in classified ads.

MATERIALS NEEDED:

Examples of classified ads

PROCEDURE:

Working alone, in pairs, or in small groups, students select features of the state which they feel are of importance or interest to others.

Students write classified ads for the selected features.

Students explain reasons for their choices.

New Mexico examples:

skiing

climate

balloon races

Activity #20 WHAT'S THE COST, HERE AND ELSEWHERE?

This activity explores the foods available in a region and the cost of such food at current prices. A comparison is made with other areas.

MATERIALS NEEDED:

Newspapers for each pair or small group of students.
Books containing information on another area being compared.

PROCEDURE:

Students plan a typical New Mexico (or other state) menu for a family of five (two teenagers, one younger child, and two parents.) By using newspaper food ads, students figure the cost of a day's (week's) food.

Students find areas of similar latitude and/or climate. (For New Mexico, other areas might include Perth, Australia; Tehran, Iran; Cordoba, Argentina.)

Students plan a typical menu for each area. Using the same newspapers, figure the cost of the food in dollars. Compare the cost of eating local food versus food of other areas.

VARIATION OR EXTENSION:

Figure the cost of clothing or recreation in state area with other areas of similar latitude and/or climate.